



# ARE THE HIGHER EDUCATION INSTITUTION ADMISSION CASTE BASED OR ECONOMIC BASED? (A SOCIOLOGICAL STUDY BASED ON DELHI NCR)

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## ABSTRACT

This Research paper focusing on the admission criteria for govt, private and semi govt colleges, triggering the New National Education policy. We've all experienced the struggles during admission for bachelor/master studies or in that matter even parents have gone through the pain. The debate or survey that we've put forward is whether higher education institution admissions are more of caste based or Economic based. Caste based is a cloud term for socio-economic section that we call as "Quota" And economic based refers to the higher the financial status-easy the admission criteria. Caste based triggers mostly Govt colleges and economic based triggers mostly private colleges. We are focusing on the quality of education, comparing the govt and private colleges. And at last comparison of Indian education and policy with foreign education policy the concept of merit is flushed between casteism and capitalism. This research paper is conducted in Delhi NCR region.

**KEYWORDS:** Education, Caste, Capital, National Education Policy, Institution, University, Universities Grant Commission.

## INTRODUCTION:

### History of Education in India:

Indian education has a rich and exciting history. It is believed that in ancient times, it was the oral tradition of scholars and scholars, and it was passed on from one generation to the next. After the development of the characters, it took the form of writing using palm leaves and tree bark. This also facilitated the distribution of written literature. Temples and community centers form the role of schools. Later, the Gurukul education system came into being. The Gurukul were the traditional Hindu settlement schools that usually housed teachers' houses or monasteries. Although education was free, students from well-to-do families paid for Guru Dakshina, which was a voluntary donation upon graduation. At Gurukuls, the teacher conveyed information on various aspects of religion, scripture, philosophy, literature, war, state art, medicine, and history. This program is called the oldest and most efficient educational system.

The current system of education was introduced and developed by the English in the 20th century, on the recommendation of Macaulay. It has western style and content. The British government did not recognize traditional buildings and therefore rejected them. It is said that even Gandhi described the traditional education system as a beautiful tree that was destroyed during the British occupation. Kerala's first medical college was established in Calicut, 1942-43, during World War II. As there was a shortage of doctors to serve in the military, the British Government opened a branch of Madras Medical College in Malabar, which was then under the presidency of Madras. After independence, education became a provincial function and the Central Government linked technical education and higher education by standardizing standards. In 1964, the Education Commission came into operation with 16 members, 11 of whom are Indian specialists and five of whom are foreign experts. The Commission also consulted with a number of international organizations, experts and advisers in the field of education and science. Later in 1976, education became a joint venture between the state and the Institute through a constitutional amendment. The central government through the Department of Education Department of Human Resources and provincial governments formulates education and planning policy. The revised NPE 1986 and PoA 1992 revised the view that free and compulsory education should be provided to all children up to the age of 14 before the start of the 21st century. Also, the Government of India has committed that by the year 2000, 6% of Gross Domestic Product (GDP) will be spent on education, half of which will be spent on primary education.

In November 1998, Prime Minister Atal Behari Vajpayee announced the establishment of the Vidya Vahini Network which will link universities, UGC and CSIR. The standard mark-based education system is now being replaced by a grade-based system.

### The Indian education system:

The Indian education system is the third-largest in the world in terms of size and diversity. Before India, the places have been secured by the US and China respectively. The higher Indian education system is a publicly funded education system. The higher education framework in India has filled in an exceptional way, especially in the post-independence period, to become one of the largest systems of its sort across the world. In any case, the framework/structure has many issues

of worry as of now, such as financing and the board including access, value, and significance, reorientation of projects by laying accentuation on wellbeing awareness, values and morals, and nature of higher training along with the appraisal of establishments and their license. These issues are significant for the nation, as it is currently occupied with the utilization of higher education as an incredible asset to construct a knowledge-based data society of the 21st Century. In today's era of knowledge-driven economy and learning societies, both formal and informal education is playing an increasingly vital role in promoting economic solidarity, individual growth, sustainable development, and a culture of peace and world citizenship.

The Indian higher education system has been seen to grow into one of the largest systems of its kind in the world. The current state or the situation of Indian higher education can be understood by the total number or strength of the universities currently present in our country and the quality of the education they are providing. According to a survey conducted recently, we can say that there are near to approximately forty thousand universities currently offering education and employment if we look at the statistics provided by the UGC website. These numbers would possibly have increased by now. Like all the other institutional frameworks of higher education across the world, India too comprises its higher education system with three basic types of universities. They are – Conventional Universities, Deemed Universities, and Institutions of National Importance. As mentioned above, even with the education system of India being the third-largest globally, it still lacked many essential things that needed reform to improve yet upgrade the quality of education that the Indian education system offers. Thus, the duty to look after the functioning and maintaining the standards of the higher education system of India resides with the Universities Grant Commission which is often abbreviated as UGC. It is the main governing body that helps coordinate between the state and the center. Accreditation for higher education is overlooked by fifteen autonomous institutions which are set up by the UGC itself. UGC is as stated the governing body for higher education in our country, it acts as an advisor to the government for the executing of the guidelines for the institutions related to higher education. Thus, the UGC is responsible for the new education reforms which it carries out through education policies from time to time after it observes and analyses the situation and the problems prevailing. Talking about reforms through policies, UGC published its new education policy.

The New Education Policy (NEP 2020), launched on 29 July 2020, outlines the vision of India's new education system. NEP 2020 focuses on five pillars: Affordability, Accessibility, Quality, Equity, and Accountability – to ensure continual learning. To provide a short overview for the New Education Policy 2020, it focuses on preparing the next generation to thrive and compete in the new digital age. It has been crafted consistent with the needs of the citizens as a demand for knowledge in society and economy called for a need to acquire new skills on a regular basis. Thus, providing quality education and creating lifelong learning opportunities for all, leading to full and productive employment and decent work as enlisted in United Nations Sustainable Development Goals 2030, forms the thrust of NEP 2020. The new policy replaces the previous National Policy on Education, 1986, and forms a comprehensive framework to transform both elementary and higher education in India by 2040. Thus, there is much emphasis upon multidisciplinary, digital literacy, written communication, problem-solving, logi-

cal reasoning, and vocational exposure in the document, further below.

The NEP 2020 was primarily focused on raising the Gross Enrolment Ratio (GER) from the current 26% to 50 percent by 2030 in the advanced education space. It targets assembling the general character of understudies by fortifying the foundation for open and distance learning, online schooling, and expanding the utilization of innovation in instruction.

Also, the National Research Foundation (NRF) will be set up to support research work in the country. A National Accreditation Council (NAC) visualized as a solitary controller for advanced education organizations the nation over will be laid out. The Higher Education Council of India (HECI) will have different verticals to satisfy different jobs. Endeavors will be embraced to set up a National Recruitment Agency for all administration enrolment tests, and a Common Eligibility Test (CET) for different enlistment tests of a similar level.

Also, the courses and projects in subjects, like Indology, Indian dialects, AYUSH frameworks of medication, yoga, expressions, music, history, culture, and present-day India, globally significant educational programs in technical disciplines, sociologies, and then some, significant open doors for social commitment, quality private offices and nearby help, and so forth will be cultivated to achieve this objective of worldwide quality guidelines.

In the larger domain of human capital, education and skill development play a crucial role. Census 2011 data on literacy, gives us a quick perspective on the prevailing status of education. However, education and skill development is not just about literacy. The RTE act acts as a cornerstone for Indian education. Nevertheless, it is the various education policies, charted out since Independence, which led to the historical evolution of the education system in India. The results of these policies can be said to be mixed. There is still a lot of room for improvement, which the UGC shall probably undertake in the next reform for the education system. There are various government initiatives targeting every level of the education system in India. The draft New Education Policy (NEP) is the right moment to take stock of its history, achievements, misgivings and to chart out a futuristic education plan for 21st century India.

#### Comparison:

Education in India is natural, as it continues to develop and advances with time and the human psyche as well. Thus, this is the significant motivation behind why instruction gave in various countries of the world is different in fact. Considering the standards on which schooling frameworks are shaped, they are different for each country. By and by, the point is something very similar, to make human personalities inventive. Thus, every schooling framework has its upsides and downsides. Its benefits and inconveniences, for example, an emerging country, the Indian instruction framework has been created on the support points that help intensive hypothetical information. It additionally readies the understudies for probably the hardest cutthroat tests present in various nations. Along these lines, the training frameworks of other created countries are more adaptable. It is permitting understudies to seek after fluctuated vocation amazing open doors other than the standard choices just.

Furthermore, India being an emerging country needs reserves, and subsequently there is a need to assemble reserves exclusively. As it utilizes them to improve the schooling framework effectively. Thus, beginning with more examination arranged instruction at first. Likewise, there are a ton of things that we want to accomplish, similar to adaptability and refreshing the educational plan as well as worldwide information as well. The fundamental center is to comprehend the contrast between the Indian and unfamiliar schooling frameworks, explicitly assuming understudies are trying to review in an unfamiliar land. The comparison is done between Indian education and foreign education system as follows-

#### • Major Differences between Indian and Foreign Education System: -

- i. Considering, Indian education centers more around hypothesis rather than common sense exclusively. Additionally, the Indian schooling framework doesn't permit inventiveness in that capacity. Then again, in outside nations; they center more around reasonable based advancing for the most part. It additionally permits innovativeness in the schooling framework.
- ii. All things considered, education is a custom, business as usual. Each Indian should get a certificate in Engineering or Medical stream as a matter of fact. It doesn't zero in on understudies to learn something or not. Running against the norm, in unfamiliar nations, schooling is taken as a learning interaction totally.
- iii. Besides, the Foreign educational program contains everything taking from expressions to sports alongside concentrates generally. Thus, the US has expressions, sports, music, and theater in the prospectus significantly. Additionally, like, Australia zeros in additional on sports and they have cricket, hockey, and enclosing their school educational plan as well. While in Indian instruction framework just underscore concentrates only. It doesn't have space for extracurricular in our schooling framework all things considered.
- iv. Considering Dubai, it's essential and optional training is free and it is made

obligatory in regulation also. While in India training is becoming business and about benefits. In this way, it is Taking from privatization of schooling to educational costs and instructing foundation and training is creating great cash as a matter of fact. In this way, business minds are currently pushing toward schooling organizations.

- v. Moreover, In India understudies are not given decision to choose their field of interest or abilities and One should turn into a specialist or a specialist significantly. While Sports and expressions are viewed as made for extras and vain. Thus, if understudies don't get admission to the study of business stream and they pick expressions. Then, at that point, this is what Indians feel as a matter of fact.
- vi. Along these lines, In India, the understudies are conceded into streams that have a more significant compensation scale or a bigger number of occupations generally. Then again, in far off nations, the understudies are conceded by their field of interest and abilities.
- vii. Considering India, the understudies take confirmation seeing the patterns and following it. Along these lines, if in a specific year, most of understudies are hurrying towards Mechanical Engineering and understudies will undoubtedly accept affirmation in Mechanical Engineering as it is moving. In India, Students are not given a decision to choose their field of stream in fact. So, in a nutshell, we accept the way things are at all. While in far off nations, the understudies delay until they get entrance into their field of interest and as indicated by their abilities.
- viii. Furthermore, in India, usually understudies are expected to remember raw numbers separately and Thousands of conditions of science, birth dates, and demise dates of political dissidents and synthetic responses as well as many different things too. Essentially, we accentuate hypothesis simply. Considering far off nations, they sway information in understudies through functional execution proficiently.
- ix. Taking everything into account, it shows old advances. The Education framework hasn't changed a lot after freedom in the event that we see it. As the Indian instruction framework is extremely awful in taking on the most recent advances in educational plan and carrying out recent fads. While in far off nations, the educational plan changes consistently for up-degree of innovation and necessities of the business as needs be.
- x. To summarise, we have confidence in grades and endorsements generally. We have faith in taking confirmation in IITs and IIMs. Though Foreign nations have faith in abilities significantly and They couldn't care less with regards to the establishment of training more than abilities. In this way, all they see is what understudies have realized during their tutoring days.

On the off chance that we talk about the advanced education arrangement of India and USA, both are not quite the same as one another. However, no question both of these have their own worth advantages and disadvantages. The two nations deal with their schooling framework very well as per their requirements. Instruction is the way to progress and we can't get by with this key. Each individual necessities training in light of it the fundamental prerequisite of life. The advanced education arrangement of India depends on numerous test evaluations. Understudies subsequent to finishing their advanced degree need to step through various exams. In India, numerous colleges give placement test to proficient alumni and post graduate courses like MBA, Engineering, and clinical. A large portion of the colleges have their own courses with respect to the subject. The quantity of higher foundations in India has different rate models to take confirmation in courses. A few colleges have 80% some has 81% and some has 85% imprints standards to take affirmation in different courses. Advanced education establishments in India by Upswing Learning giving numerous amazing open doors to understudies who wish to apply in top colleges of India. USA's education system is one of the most advanced educational systems. The main body of the State and the local government of USA play an essential role in designing the curriculum of higher institutes. In the USA higher learning institutes are the final stage of learning for students. In USA education system educator need grant and support to stay in the foundation. In USA foundations educator have more than 20 students in each class. USA foundations give the standardized design of content for their students in the class. However, their huge spotlight was on the extra-curricular activities of the students. The USA higher foundations instructive arrangement is expected for the upper grade. It doesn't get ready for the lower grade. Their huge point of convergence of USA establishments is on the useful work and investigation-based work. They don't simply give learning material yet also execute the conventional work on it. In USA higher foundations students don't need to convey stacks of books. In USA Public associations of higher learning for students are overall around stayed aware of incredible system. However, in Indian guidance system, the teacher can start instructing in more raised level foundations right after completing their Bachelor authentication the instructor can moreover continue with their further audit while instructing in the association. Educators have more than 50 to 60 students in the class. Educators revolve more around curricular activities of the students. They keep away from giving extra-curricular activities in establishments. Indian higher establishments arranged their instructive program for upper and lower grades both. Indian

higher associations of learning pay more importance on learning material as examine they give research-based and sensible work more. In Indian underpinnings of learning students need to convey a store of books with them.

The Indian education system is lacking in a variety of factors in spite of having world-class education institutions like the IITs and IIMs. The Indian education system is not as updated as the UK education system in providing better education to undergraduates and postgraduates. The difference between the education system in UK and India are as follows:

- I. College classes in India are better for understudies mostly as far as cost. The UK then again has an edge over India with regards to graduate and doctoral projects
- II. The Indian schooling framework is centered more around hypothesis than functional. The UK training framework permits understudies to be imaginative and accentuates useful based learning
- III. Graduate degree programs in the UK are shorted and can be finished in one year. Expert's courses in India are of 2-3 years term
- IV. In the UK, understudies are qualified for work over the span of their examinations that assists them with getting global openness and furthermore get additional pay to cover part of their everyday costs
- V. The nature of schooling presented at UK training foundations is obviously better than the instruction presented under the Indian schooling framework. The instructors are proficient and industry-prepared to offer well-rounded schooling
- VI. The UK instruction framework is progressed as far as the utilization of innovation. Understudies are offered web-based notes and the utilization of projectors and instructive programming are very normal in the UK. India, then again, has not very many schools with cutting edge offices particularly in the provincial regions
- VII. Another fundamental contrast is that the UK offers a wide assortment of subject decisions for the understudies, particularly in advanced education. India doesn't have as many course choices for understudies in various fields of study
- VIII. The UK instruction framework offers potential open doors for expertise advancement. Understudies are given undertakings requiring escalated research that aides in expertise the board. The Indian instruction framework predominantly centers around causing understudies to gain proficiency with the things that are vital to score great imprints in the test
- IX. The UK has a decent foundation that is expected for a well-rounded schooling framework. The Indian foundation has worked on throughout the years yet needs specific boundaries when contrasted with the UK training framework. A few Indian schools don't have all around worked with research centers, brilliant classes, and other such parts that are significant for quality instruction framework.

#### Based on the survey:

A survey was conducted in Delhi NCR region among students, working professionals and parents, sharing their experience and opinion based on the subject. The wide range of answers have proven the topic to still be debatable, the questions that were asked are -

- Do you feel that higher education institution admission criteria are Economic based?
- Do you feel that higher education institution admission criteria are Caste based?
- Do you feel the Indian Education System is biased?
- Do you feel that the Indian Government should remove caste Quota from the admission Criteria?
- Do you feel that private colleges provide better academics and classroom quality?
- Do you believe that costlier universities mean better quality of education for higher institutions?
- Do you feel that foreign education policy is better than the Indian Education Policy?
- **Do you feel that higher education institution admission criteria are Economic based?**

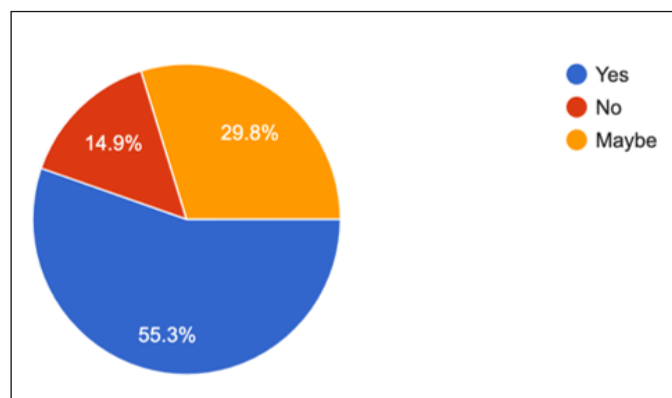
When asked if Higher Education Institutions (HEI) are capital based, 17.4% believes that they are, they feel that an individual from a higher class or with good

financial status can have an easy access to any expensive institutions or universities. Indian education system is such in India that there are very few higher education institutions where all the students can accommodate. The admission cut off criteria for government colleges are above 90%, which means majority of students are left behind to take admissions in regular classes. At this point they are left with two options, either to take admission in distant learning or to take admission in a private university by taking student loans/scholarship etc. A family with very little economic status would not be able to afford such expenses which scraps off the idea of Equal education to all. There are counter arguments for it, 37% of the people believe that the HEI are not economic based, according to them they believe that expensive institutions exist due to low funding and stereotype mindset of the people regarding government institution for which most of the facilities are available in private universities. Thus, it cannot be judged only on the basis of private universities that all institutions are economic based. Rest 45.7% of the people agree and disagree with both the arguments put forward.

#### • Do you feel that higher education institution admission criteria are Caste based?

When asked if Higher Education Institutions (HEI) are Caste Based (Quota System), 37.8% of the people think that admissions are done with the help of caste criteria which is exploitative and unequal. There is a need to treat caste-based discrimination and institutionalized caste-based discrimination as a violation of the constitutional rights of individual students, especially from marginalized castes, tribes and minority communities and not simply as ragging and. All educational institutions must be barrier-free in terms of language, caste, class and religion so that the marginalized sections can come up to construct their own merits. We need to raise voices and highlight how the caste discrimination continues to happen in the 21st century and in a democratic society. Awareness needs to be created and we need affirmative action so that in society we can bring a change and stop this fraud in the name of casteism and make sure no talented mind is neglected. The reservation policy was stated as an initiative to give equal rights to all the sections of society in the country. Due to the strong caste bias that existed in the country during the Mandal Commission, the classification was accepted on the basis of castes which are not at parity with the higher Hindu castes or other rich sections of the society. In some fields, let's take post-graduation as a doctor for example. The general category has less than 30% seats because of reservations for other casts. A student with reservation needs less than one third marks than a general student to get admission. The discussion does not end here, 35.6% of the people believe that HEI are not only quota based. Here they are targeting the private institutions, according to them private institutions do not have caste quota particularly for admissions in HEI and the govt colleges that do have, are for the benefit of the backward class.

#### • Do you feel the Indian Education System is biased?



55.3% of the people believe that the Indian Education System is biased. Now this maybe very confusing as people have different opinion regarding admission in HEI. A systematic survey of institutions of higher learning in India will reveal that students who belong to a racist group, especially Scheduled Caste, scheduled tribe and Gender face higher levels of organized discrimination. This formal contempt for these groups is rooted in the way these institutions are designed. This is a country where grades and percentages determine the social status of families within a community. By systematically expelling students from classes that had been neglected by its crooked grading system, these historically oppressed groups were "shown their position" in society under the farce of merit propaganda. As the entire education system recognizes the importance of "good marks", potential pathways for classification are closed. While education is an end in itself, it is also the way in which historically discriminated groups seek to be freed from the old chains of exploitation and discrimination. However, our biased education system not only favors the elite but also brutally expels others because it does not "fit" its standards. Their socio-economic status and history of discrimination make them "completely unfit" for this education system designed for special people.

#### • Do you feel that the Indian Government should remove caste Quota from the admission Criteria?

59.6% of the people feel that quota system should be removed from the admis-



sion criteria as it is taking away the chance of many students who excel in academics but so not get a chance due to less, number of seats. "Admissions" is used as a scare-word amongst Indian students due to the overwhelming process from the selection of the course, to colleges entrances and the hefty fees- all along with disappointments and judgements from parents and other members of the society, if one is not able to match the expectations. The reservation policy doubles the competition among the general class because the student-seat ratio is highly skewed. Education system is such in India that there are very few higher education institutions where all the students can be accommodated. The admission criteria for government colleges are above 90%. At that point the students are left with just two options, either do distance learning education or arrange for the fees and take loans to admit them in private institutions. Out of 100% accommodation, Scheduled Caste= 15% of total intake in each course, Scheduled Tribe= 7 ½ % of total intake in each course, Other Backward Classes = 27% of total intake in each course. From 2019 onwards, Delhi University has raised 10% seats for candidates belonging to Economically Weaker Section (EWS). However, the increment will take place in two phases – 10% in first year and 15% in next year. It must also be acknowledged that education and the acquisition of knowledge are a collaborative effort and not a competition. Only by engaging and not resisting when people have closed their journey so far. Under capitalism, education is nothing but a commodity. As the market begins to shake up the Indian education system, the spirit of competition and the term "merit" are increasingly gaining momentum to further the stigma attached to these groups. Meanwhile, in this turbulent period when questions arise about the reorganization of the education system, we must also raise our voices against the oppressive testing and grammar removal methods in our institutions that systematically exclude the majority of the population of this country.

• **Do you feel that private colleges provide better academics and classroom quality?**

66% of the people feel that Private colleges provide better academics and classroom quality in HEI. This study addresses the issue of secrecy in higher education in India by the amount of public education that has negatively affected the chances of oppressed social groups breaking their vicious cycle of exploitation. The lack of a policy in place to ensure social justice and the representation of the oppressed combined with the high cost makes such private educational institutions accessible and affordable. The English language is still a monopoly of upper caste elite groups. It is atrocious on the part of our institutions to demand flawless speeches and presentations embedded with flowery words and phrases from students who have been historically marginalized since centuries. These students belonging to these groups for most part of their lives remain low on their self-confidence because of the kind of oppression they had to face for years. Though Indian government is maintaining schools, colleges and universities, government's primary responsibility is to provide primary education for all children under Right to Education (RTE) act. Hence Private universities will reduce the burden of government to provide higher education. Higher tuition fees at private universities are one of the biggest problems. This increases inequality in accessing quality education. Since powerful and wealthy people can afford a good education, the government often ignores public universities. There is a high staff shortage and a lack of basic infrastructure in public universities. Instead of allowing private hands, the government should improve the status of public universities. Private universities tend to offer market-demand courses and may not pursue certain courses, where a small percentage of students are interested in them. Private universities do not have reservations for economically and socially disadvantaged groups.

• **Do you believe that costlier universities mean better quality of education for higher institutions?**

66% of the people believe that costlier universities do \*not\* mean better quality for higher education. Quality and content of education depends on the curriculum of the university and the faculties. Both private and Government universities follow UGC curriculum and thus it solely depends on the administration of the institution. Private universities have better facilities and more faculty due to the funds they receive and use. There is always a comparison between private and government colleges, to think whether to choose quality over comfort or expense over education. A huge increase in demand, and more people wanting to go to college. And with these competing markets, some colleges are raising their prices to make a false impression on quality. Other factors include rising financial aid, a lack of funding from the government, an increase in student services, and lastly, a growing demand, ingenuity, and the need to pay them higher wages. The high cost of college today has made getting a degree more profitable than it was a decade ago. Students of today's generation are confronted with financial problems that were completely unknown to generations past. In addition to the already difficult challenges of student debt, today's students also have to deal with rising housing costs. Even having a first home payment is a big struggle for many thousands of years after all their tuition costs.

• **Do you feel that foreign education policy is better than the Indian Education Policy?**

78.7% of the people feel that foreign education policies/system are better than the Indian Education system. Indian education is more focused on theory rather than work. India's education system does not allow art, although abroad; they focus more on performance-based learning and they allow academic excellence. India; education is a practice, part of the process; all Indians must obtain an Engi-

neering degree or medical degree; whether you read something or not. Foreign education is regarded as a learning process. The external education curriculum contains everything from the arts to sports and courses. The US has art, sports, music and theater in the syllabus. Australia is more focused on sport; they have cricket, hockey and boxing in their college curriculum. Where the Indian education system emphasizes only academically. There is no additional curriculum space in our education system. In India students are not given the opportunity to choose a field of their choice, one has to be an engineer or a doctor, Sports and the arts are considered for fossils. If you do not have access to commercial science; you choose art. The Indian education system teaches old technologies. The education system has not changed much since independence. Considering the new NEP, not much has changed except the structure.

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